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The School University Teacher Education Center (SUTEC) began in 1966 a demonstration program for the comprehensive training of elementary teachers for the urban complex. Prospective teachers (525 during the 5-year project) begin their professional studies early in the college sequence in a typical large-city school and receive continued administrative and supervisory support in the three pretenure years of teaching. Key program characteristics are (1) development of a prototype educational facility with staff and program responsive to community problems and needs in an area whose population represents a cross-section of the economic and ethnic groups that make up the city; (2) employment of a full-time, school-based, multidisciplinary Inquiry Institute of college personnel responsible for curriculum development, teaching methods, and supervision; (3) team administration of the school by the principal and the college-coordinator; (4) development of close team relationships between public school and college teachers and trainees; (5) innovations in the pupil program including heterogeneous intergrouping and individualized curriculum; (6) community involvement through such activities as 6-week parent workshops in school curriculum, child development, consumer education, and purposes of SUTEC; (7) a cooperative program of research on the SUTEC teacher education program, the school itself, and the community it serves. (JS)

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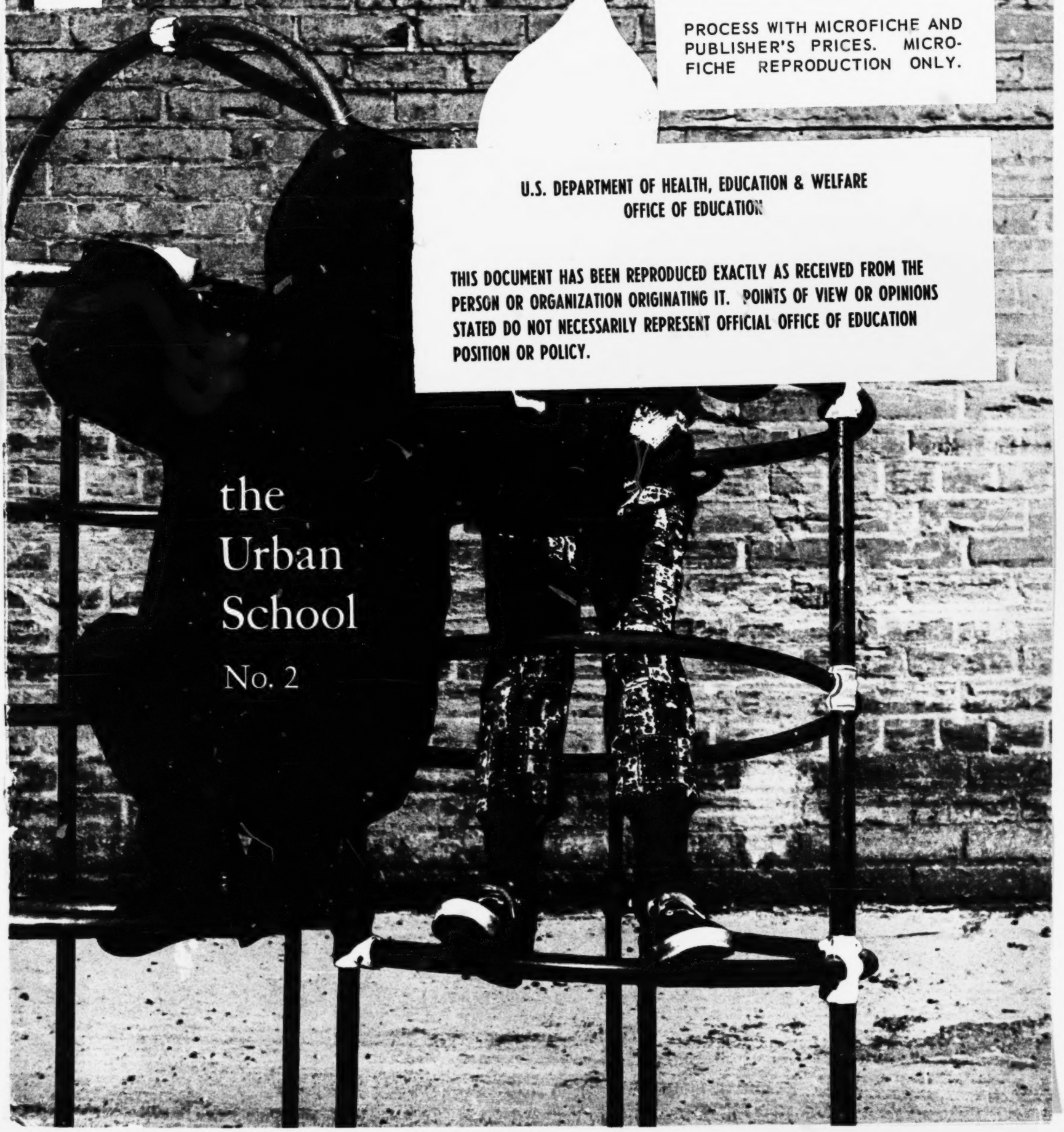

the Urban School

No. 2

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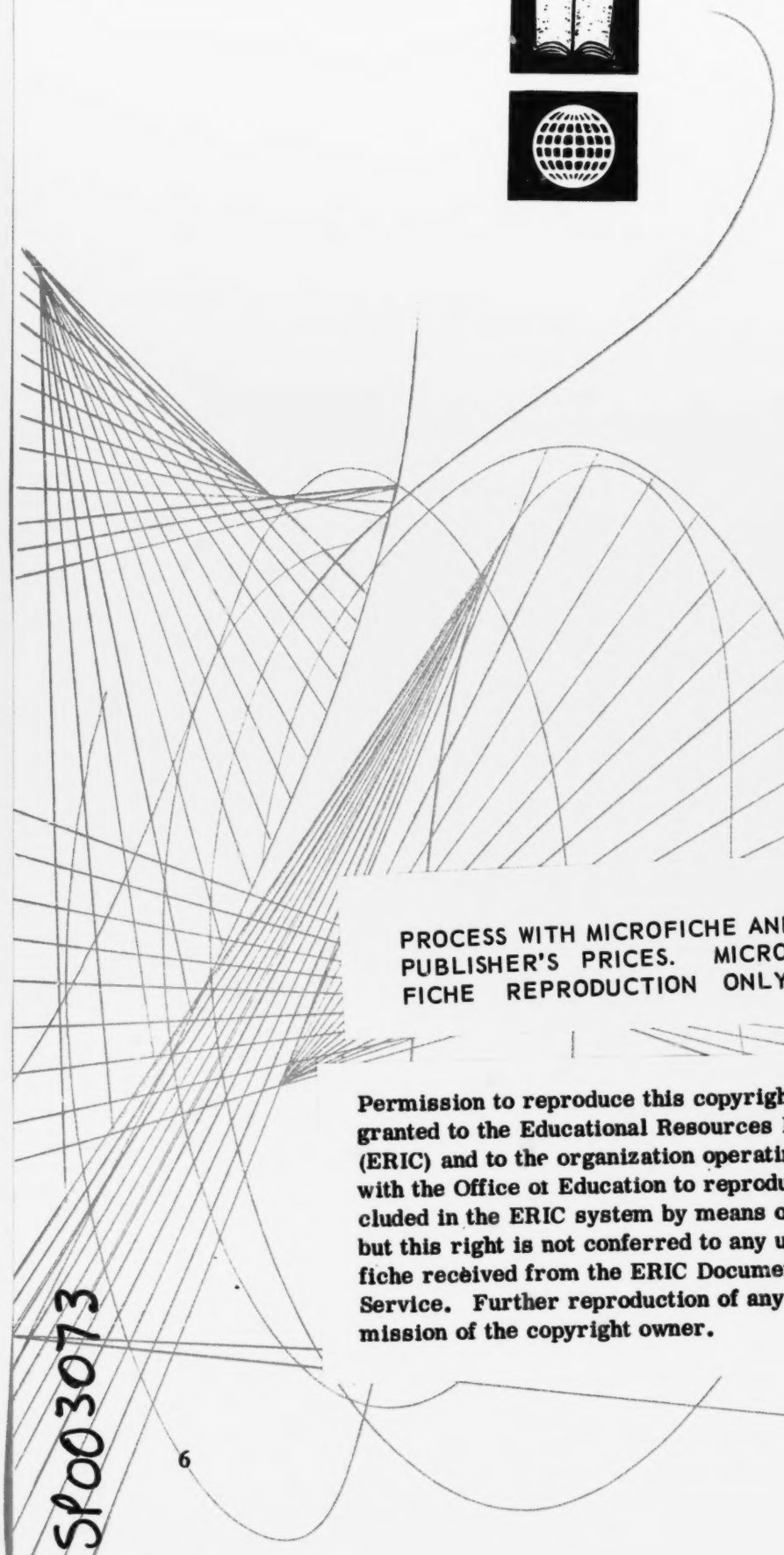

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

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THE School University Teacher Education Center (SUTEC) is a jointly planned operation of the Board of Education of the City of New York and the Department of Education of Queens College of the City University of New York. It is a unique cooperative endeavor of a college preparing teachers for the urban complex and a school system seeking competent teachers to meet the many needs of schools in the urban complex. The project is an outgrowth of the Fourteen Great Cities Program. Three of the participating school systems were asked to develop special demonstration programs, and New York City was one of the three.

The primary objective of the Center is comprehensive training for teachers in an urban complex, within a prototype educational facility to be developed with staff and program responsive to community problems and needs in an urban complex. The project will:

1. Use an elementary school as the focal point for a teacher preparation program that will extend into the pre-tenure years.

2. Provide a pattern for making optimum use of school and college facilities.

3. Provide a nucleus of teachers who, through participation in the undergraduate and pre-tenure phases of this project, are well equipped to serve as leaders in schools in disadvantaged areas of New York City.

Through a process of random selection, 35 sophomores, 35 juniors, and 35 seniors were selected as the initial group. They will be intimately involved in the project during their college preparatory years and for the first three pre-tenure years of teaching. Undergraduate teacher preparation will be given to approximately 525 Queens College students during the project's five years.

The program for the sophomore, junior, and senior years is as follows:

Sophomore year: field work in center area; courses in sociology and culture of great cities.

Junior year: interdisciplinary courses in education, psychology, anthropology, and social sciences; small discussion groups with guidance staff; work with small groups of children; home visits.

Senior year: student teaching in school in urban complex (P.S. 76, Queens); interdisciplinary courses in curriculum and educational psychology; field work.

The Teacher Education Center, used as the facility for the project, is located in the new Public School 76 at 36th Avenue and Tenth Street in the heart of one of the most industrialized areas in the Borough of Queens. The Center's facilities are currently used in varying degrees by Queens College education classes other than those in the SUTEC cycle.

P.S. 76 (SUTEC), located in a school district on the western border of Long Island City, serves 850 elementary school children from over 500 families. Geographically, there are two major areas. Area A, just north of the school and contiguous with it, is about one-half square mile in extent. Area B starts a quarter of a mile south of the school and includes approximately one and one-quarter square miles.

The population is highly heterogeneous ethnically, educationally, and socio-economically, and represents an almost balanced cross-section of the economic and ethnic groups that make up the city. Italians constitute a plurality among the ethnic groups of European background. Prominently represented, too, are those of German, Irish, and Polish extraction. In addition, there are Norwegians, Swedes, Austrians, Hungarians, Czechoslovakians, and Russians. From outlying parts of the Americas, there are Puerto Ricans, Canadians, Mexicans, Colombians, Cubans, and French Haitians. Of the 850 children in the school, 30 per cent are Negro, 10 per cent are Puerto Rican,

and 60 per cent are from the various groups just mentioned.

The educational level in Area A is approximately two years of high school completed by adults 25 years of age and older. This is comparable with Queens County as a whole and with the median for the larger metropolitan area. Area B has a median educational attainment of just beyond eighth grade. The socio-economic status in Area A discloses a greater proportion of workers in the professional-managerial class; Area B is heavily represented at the unskilled level. Area A has a median family income of $8,688; Area B, $6,198. (One of Area B's numerous census tracts has a median income of $3,158.)

Perhaps the most dramatic of all aspects of the P.S. 76 school district is its zoning. The portion of the school district zoned for residence is only 25 per cent, and the area is residentially zoned only at the #5 and #6 gradients, not highly protective of residential use. The rest of the school district is zoned in favor of manufacturing, the major portion of it being zoned least protectively for residents and most advantageously for industry of any kind.

The major features of industry are so striking that even the casual transient realizes he is in the midst of an intense industrial complex. Towering chimneys, hulking factories, the din of trucks, the smoke, and the mass of activity in Area B make an immediate impact on the observer. A history of industrial concentration has led to the dwarfing of residential interests so that one sees, as though they were oases in the desert, pockets of dwellings overpowered by industry and cacophony. Most of the manufacturing is in the Borough of Queens, and nowhere is its concentration more dense than in Area B where the dweller must struggle incessantly for some degree of residential adequacy.

Center Facilities

Space for the Center in P.S. 76, Queens, includes 35 full-size classrooms; library; 4 half-size rooms for small-group instruction; space for special services; offices for the guidance and community relations staff (including psychiatrist, social worker, psychologists); a medical-dental suite; lunchroom (capacity 450 pupils); auditorium; gymnasium; and administrative facilities.

Facilities for college involvement include space for the Inquiry Institute; observation room with viewing glass on two sides; library; facilities for administrative staff and researchers; classrooms, lunchroom, and conference room for students. There is also space for closed-circuit television and for a listening center. Some rooms have movable walls to facilitate flexible class organization.

Space needed for the projected use of the school as a community facility on a seven-day-a-week basis includes an information center; a home-making center for experiences in cooking, sewing, laundry, and child care; recreational facilities; and a community arts room.

The project proposal makes provisions for a school staff to be selected through joint consultations with designated representatives of New York City's elementary schools and the Department of Education, Queens College. The staff should increasingly represent a diversity of ethnic backgrounds, creative talent, and teaching experiences.

The school staff includes 1 principal, 3 assistants to the principal, and 35 teachers. In addition there are 12 other teaching positions in the areas of speech, art, music, science, and home economics. Other supporting personnel include an audiovisual coordinator, a guidance counsellor, a psychiatrist, a team of psychologists, a social worker, a doctor, a dentist, a nurse, secretarial staff, and teacher aides. The college staff includes the co-director, the project coordinator, members of the Inquiry Institute (a multi-disciplinary staff consisting of an anthropologist, a sociologist, psychologists, and curriculum specialists), researchers, instructors, and supervisors of student teachers.

The school's 850 pupils—pre-kindergarten (ages 3-4) through grade 6—are grouped in classes as follows: 16 primary classes—average registers of 25; 12 intermediate classes—average registers of 25; 6 half-day kindergarten classes and 1 all-day kindergarten class—average registers of 20; 1 all-day pre-kindergarten class and 2 half-day pre-kindergarten classes—average registers of 15.

Early findings indicate much smaller registers are needed for effectively structuring heterogeneous classes.

The Teacher Education Center at P.S. 76, Queens, opened for pupils on March 14, 1966. During the remaining three months of the spring semester, the Queens College Education Department used the school for student teaching and for

field experiences in methods courses. September 1966 marked the initial phase of the joint adventure.

During the summer several projects and in-service work experiences were developed:

1. Five beginning teachers, chosen from among the student teachers assigned during the spring term, and a resource teacher engaged in an intensive summer study program in preparation for the fall teaching assignments.
2. In-service workshops were conducted for the total SUTEC faculty, including administrators and school aides.
3. A work-study training program was conducted for community teen-age aides.
4. Parent workshops were held.
5. There was a trial run of the health services program.
6. Staff members for the summer programs and for regular school assignments were selected.
7. Equipment and materials were selected and ordered.
8. Instructional materials were developed.
9. SUTEC was articulated with other summer programs such as Head Start, summer day school, and summer enrichment programs.

Joint Adventure in Action

The idea of public schools and colleges working as a team to produce better qualified teachers for urban schools is not new. However, in the past this team effort has been hampered by differences in philosophy and the physically separate basis of operation for those actually doing the curriculum planning, supervision, and evaluation of teachers. SUTEC is unique in that college personnel responsible for curriculum development, for teaching methods, and for supervision of student teachers are based right in a public school on a full-time schedule.

The principal and the college Co-Director are the decision makers in major policy areas, and are the supervisors and evaluators of staff. The teachers are the practitioners and creative implementors. The principal and college co-director jointly set policy regulating the general running of the school: hiring and evaluating teaching personnel, involving parents and community leaders in the school, setting class size and structure, and establishing curriculum guidelines such as the decision to teach reading by the individualized method. The assistant principals are paired with college staff who are responsible for curriculum development and classroom management and for coordinating student teaching in the school. These administrative teams visit classrooms, help teachers with their programs, conduct curriculum meetings, order and distribute supplies, and help facilitate school routines such as bus service, the lunchroom, and before and after school activities.

Teachers, student teachers, and participants from the college methods courses which are taught at the school work as a team with college instructors and with supervisors who have a full-time commitment to the SUTEC program. Teachers speak to students in methods courses and attend seminar meetings given for student teachers. Once again, joint decision making is stressed in arriving at creative ways of implementing the classroom program.

As in any joint effort involving autonomous institutions, the problem is not just one of increasing physical proximity. There is the equally important problem of developing good human relations. The establishment of trust takes time and close working relationships. From his established institution, each person brings his own "in-group language" which must become a new "we-group language." Common referents for words used must be developed, and they can be developed best in the setting where the problems to which they refer actually exist. Talking things through often seems like an endless process and a waste of time. But only as time is given to do this can a real team approach succeed. Principals, supervisors, curriculum specialists, college instructors, teachers, aides, and students have done this at SUTEC. There is now a "we" language, not a "you" and "they" language.

Excerpts from faculty notes reflect a wide range of college student involvement in the project. One faculty member indicated that her expectancy for the students in her methods class at SUTEC was the involvement of students in a school program—an involvement greater than is possible when methods courses are taught on a college campus. The instructor has an opportunity to become better acquainted with the college students, with school personnel working on the project, and with the program of the school. This permits greater utilization of staff and school as resources for methods courses.

The reactions of students have varied. Some students are beginning to be aware of the complexities encountered when a school begins to initiate change. Some are questioning their role as beginning professionals; others are eager to be part of the project. Some are frustrated because the project's five-year goals have not been realized in the first two and a half months of operation.

Pupil Program

Our concern with the development of individual potential in the children of this school community is reflected in the introduction of several major innovations.

For instruction, children have been grouped together in the classroom as children. They have not been grouped on the basis of IQ or reading level, but have been inter-grouped heterogeneously. Emphasis has been on a balance of differences rather than sameness. Ethnic balance, sex, previous school records of achievement in special curriculum areas, emotional stability and/or instability, language ability (non-English speaking children, verbal, and non-verbal children) were all taken into consideration with the intent of developing a balanced class profile. This balance was conceived to reflect total school population and to provide for a wide varity of stimuli to learning.

This plan of grouping is an exploratory step and is subject to constant review. Flexibility is the important factor, and modifications are being made in relation to experience. Flexibility is enhanced through the establishment of a modified nongraded system in which children are members of primary and intermediate groupings spanning several grades.

To the degree possible, the curriculum is individualized with the main focus on reading as the initial point of departure. Other areas will follow, and in some rooms specially tailored programs are beginning to emerge. We are finding, however, that basic to creative innovation and the development of new ideas, procedures, and techniques is the conscious recognition of the teacher himself as a professional. This respect for and belief in the teacher-self requires nurturing. Teacher discussion and generation of thought on policy and procedures, plus the time to reflect and evaluate, are essential.

Over-all approaches to self-discipline, an integral goal of the program, can already be seen in the informal school opening procedures. Rather than lining up, children are welcomed into the building where student teachers are ready to read stories to them or help them organize simple games.

The lunch hour is another area being explored. The aim has been for children to have a family-style hour in which younger and older children sit together, with the older children assuming some responsibility for helping the younger ones and engaging them in conversations. Limited outdoor play facilities have been supplemented through an after-lunch program. Children can choose from a variety of games and puzzles set out on small tables, go to the library, see a film in the auditorium, play in the gymnasium, or go outside. The games and puzzles provide a quieting and relaxing medium.

Community and Parent Involvement

The community-parent program outlined in the initial SUTEC proposal was not funded, and a revised proposal is now being developed. Meanwhile, there have been two types of parent-community involvement. One has meant contact with community leaders, and the other, contact with parents and other community residents. These have materialized through the efforts of the SUTEC staff anthropologist, the sociologist, and other SUTEC personnel, the administrative staff of the school, and the college students themselves.

A cooperative relationship has been established with local people in leadership positions who represent a wide cross-section of the school community. These include religious leaders (the local rabbi, priests, sisters, and ministers), a housing authority manager, a settlement house leader, the president of the local National Association for the Advancement of Colored People, the administrative staff of the newly organized branch of the Community Progress Council, and representatives of the local District Superintendent's office.

Through both informal and formal individual and group meetings, there has been an exchange of information about the nature of respective organizations and ways in which their services might be shared or extended. When a new all-day preschool class was opened, community leaders were invited in for a discussion of SUTEC criteria for

class membership. Local leaders who were aware of unique factors important to making a decision on some cases offered their services for consultation.

The fact that these important communication channels are now open will contribute to further community involvement.

The main direct effort to contact community residents took place this past summer in parent workshops which were held for a six-week period in four different locations within the school district. These were housed in a variety of establishments: Public School 76, two housing developments, and a local church. In the latter three locations, workshops were held twice a day during morning and evening hours, one day a week.

The content of the workshops was drawn from four areas: the school curriculum, child development, consumer education, and the purposes of SUTEC.

Future plans call for greater and more intensive preparatory work and fewer sessions, with only one scheduled at any one time anywhere in the district.

Student participation is in its early stages, but it has already taken particular forms with resultant educational repercussions. During the spring and summer, students and pre-tenure teachers explored the community within a ten-block area and within a ten-minute car ride. They surveyed the area carefully and made a list of places important for school children to visit. A trip book is now being prepared for SUTEC staff and student use. The book will include a list of the places to visit, relevant material about each place, suggestions for relating field trips to the curriculum, information about advance planning for trips, and suggested follow-up experiences.

All students in the educational sociology classes have had lectures on the community by the sociologist from the SUTEC Inquiry-Research staff. The lectures have been followed by bus trips through the district during which the anthropologist contributes further important information.

Students from the educational sociology classes have helped the Parents Association publicize parent meetings. In preparation for this field work, much effort went into collecting basic census data on school children and their families. In gathering the information the students met many important individuals in the community.

The importance of going out into the community and into the homes to personally invite parents is best expressed through the students' own observations and comments.

> These were not the downtrodden, hostile members of minority groups who would have fit into our sociological stereotypes. All the responses, except one, were overwhelmingly cordial. Parents . . . showed a genuine interest in their children's education.

In the most depressed area, students observed:

> I must say that I never saw such shabby housing before. The lobby and staircase were so dirty and dark. Even from the hallway it seemed as if the apartments were very crowded and small and as if more people lived in one family than we were commonly used to. Parents in these areas seemed apathetic.

> Elena spoke both Spanish and Italian and several mothers visibly perked up when they saw they could talk to someone and be understood.

College students are also helping to set up and later will help operate a "swap shop." This is a facility to take care of the clothing needs of the local children. Care is being taken to handle this operation in such a way that children's self-respect will not suffer.

Research at SUTEC

A vital aspect of SUTEC is the research effort to evaluate the effectiveness of the program for preparing teachers to work with children in the urban complex. Three major areas of research activity are involved: the college program for teacher preparation in SUTEC, the school itself, and the community which the school serves.

A research team which is not concerned with the operation of the various aspects of the program is charged with the responsibility for making evaluative studies. They will develop instruments and techniques within the setting, which are appropriate to the problems under consideration and to the selection and evaluation of available approaches to the problems.

The college students in the experimental teacher preparation program, and appropriate comparison groups, have been drawn randomly from the pool of teacher education students. These students' behavior in relating to children and the changing behavior manifested during their participation in the educational process is of major research con-

cern. Attitudinal and intellectual variables will be systematically studied and related to specific classroom behaviors. The performance of professional duties during pre-tenure years as classroom teachers will be carefully followed. During those years, the college program making use of resource people from SUTEC will continue to provide opportunities for professional growth.

Within the school setting, the historical development of SUTEC and the evolution of the working relationships of the extended school staff are currently being examined. The initial program for children within SUTEC and the early innovations in the program are being studied through interviews, observations, and reports. As curricular innovations are worked through, the research team is designing techniques to permit full examination of the effects of the program. As community programs are refined and expanded, researchers will follow these efforts as well.

The Inquiry Institute, which is composed of Queens College staff with responsibilities in the college student program, is a unique SUTEC feature. This multi-disciplinary staff consists of an anthropologist, a sociologist, psychologists, and curriculum specialists. Their function is to deal with areas of concern which arise within the SUTEC enterprise, bringing to this inquiry the multiple skills and viewpoints which their disciplines offer. This formative research effort serves an important feed-back function by providing empirical evidence upon which revisions in the operation can be based. The ultimate effectiveness of this Inquiry venture, as well as all other aspects of the program, will be evaluated by the research team, under the guidance of the Advisory Council.

SUTEC Funding

The New York City Board of Education and the New York City Board of Higher Education worked closely to assure adequate funding for a most promising experimental proposal. A substantial part of the funding is provided by both of these agencies.

Additional funds for SUTEC were sought in order to activate the principal parts of the projected proposal. There are five component parts: the Prototype School Facility, the Teacher Training Program, the Cooperative Research Project, Inquiry Institute, and the Community Program (Community Service Center).

I. Teacher Training Program Funding. Effective September 1, 1966, the Teacher Training Program (School University Teacher Education Center) was funded under ESEA Public Law 89-10 Funds.

Under this budget, typical supplies to be provided include audiovisual supplies and equipment, classroom supplies, library books, and general office supplies.

Typical services include food (snacks) for pupils, pupil transportation, educational and research services, communication services, printing services, and allowances for travel to professional conferences and meetings.

II. Cooperative Research Funding. The Cooperative Research Project is 100 per cent reimbursable under the Federal Cooperative Research Act, Public Law 83-531.

The total budgetary sum, excluding Personal Service, provides funds for Cooperative Research for the September 1966 to June 1967 school term.

Specified sums are available for Personal Service. This category includes a school secretary, a senior stenographer, a clerk, a typist, and part-time administrative service personnel.

Under the Cooperative Research Grant, typical supplies provided for are audiovisual supplies, testing supplies, and general office supplies.

Services include data processing and printing and duplicating services.

III. Community Action Program (Community Service Center.) Funding for this part of the proposal is being sought through the Office of Economic Opportunity. Specified budgetary amounts will be needed to provide personnel such as a community relations coordinator and his assistant, lay assistants, teachers of recreation, adult education teachers, and the part-time services of an anthropologist, a sociologist, and a curriculum specialist.

Also being requested are funds for office supplies and recreation supplies and funds for bus and custodial services for the projected seven-day-a-week school.

Certain aspects of the proposal were not funded as requested under the Higher Education Law. We are resubmitting those parts of the proposal.

Advisory Council

One of the unique features of SUTEC is an Advisory Council composed of leading officials of the

Board of Higher Education, the New York City Board of Education, and Queens College.

The Board of Education is represented on the Advisory Council by the Superintendent of Schools; one Acting Deputy Superintendent; the Assistant Superintendent, Office of Educational Research; the Assistant Superintendent, Office of Elementary Schools; the District Superintendent; and the Acting Director, Office of Educational Research.

The Division of Teacher Education keeps abreast of the SUTEC program through membership of the following people on the Advisory Council: the Chancellor, City University of New York; the President of Queens College; the Director of Teacher Education of the four City Colleges; the Director of Teacher Education, Queens College; and the Offices of Research and Evaluation.

The Advisory Council will exercise policy supervision in the evaluation of the program, assess the teaching performance of pre-tenure teachers as this teaching relates to the disadvantaged, and evaluate the interdisciplinary training received by beginning teachers in our program.

Summary

The SUTEC adventure means that the Department of Education of Queens College and the Board of Education of the City of New York hope to provide a unique program that will produce:

1. Teachers better qualified for teaching in schools of the urban complex.
2. Teachers more knowledgeable about the problems and needs of children in the inner cities.
3. Teachers able to cope with the diversity and multiplicity of problems peculiar to schools in the urban setting.
4. Teachers as professionals who have the attitudes, knowledge, and skills that will enable them to function in an effective, creative way. This requires an understanding of children in their in- and out-of-school experiences, ability and freedom to create resources, to conceive of and respond to the changing role of the teacher and of the school within the urban setting.

The SUTEC program seeks to develop competent teachers by having prospective teachers begin their professional studies early in the college sequence in a typical large-city school and by having continued administrative and supervisory support in the pre-tenure years of teaching.

SUTEC, concerned with the many factors that affect the teaching-learning process, is searching for ways to:

1. Develop effective teaching procedures.
2. Create and use realistic, informative, and appealing curriculum materials.
3. Diversify learning experiences to meet the needs of every child.
4. Utilize the creative abilities of each staff member.
5. Organize and use the skills and abilities of professionals in other disciplines.
6. Create more adequate tools for the evaluation of teaching and learning.

The following direct quotes from teachers and student teachers participating in the projects give a first-hand report of what it means to them to be in SUTEC.

My experience here is far more valuable than any other practical experience I have had. The teachers and the staff of SUTEC seem to be striving toward a mutual goal—a goal of guiding and educating urban youngsters in a realistic setting. The team spirit radiates throughout the school and creates a warmth which is difficult to find in a large urban school.

Student teacher, November 1966.

I can only compare this experience at SUTEC with my other teaching experience in upper Manhattan. I find the atmosphere here much more relaxed. Members of the administrative staff work on a one-to-one relationship with me. They are friendly, helpful, and their criticisms are always constructive. Having so many resource people at my disposal makes it easier for me to plan and carry out my classroom activities.

Primary teacher, September 1966.

This has been a very unusual experience, seeing the number of adults who are concerned with one classroom. The program is far richer than that of any school where I've previously taught. There is a very warm, understanding relationship between the school personnel and SUTEC, and I feel I would like to cooperate to the fullest in whatever programs are being introduced.

Primary teacher, March 1966.

The strongest feeling I have about SUTEC is that it is very much alive, that there are interesting people to work with, and that there are new and different things going on every day. To me, personally, it is very exciting.

Student teacher, September 1966.